



# Supplemental Educational Services

Office of Elementary and  
Secondary Education

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# Adequate Yearly Progress

- Each state must establish a definition of **adequate yearly progress (AYP)**
- Definition is used to measure the achievement of schools and districts over time

# Accountability Measures

- The goal is 100 percent proficiency for all students in 12 years.
- Provides measurable objectives for all children and for specific groups
- The goal is ambitious, but achievable.

When a Title I school fails to meet AYP for **two consecutive years**, the district must identify that school for improvement.

A school's plan for improvement must include ways to strengthen instruction and address the causes of failure.

# New Options in No Child Left Behind


- Parents of students in Title I schools in need of improvement will have the option to transfer to another public school in the district not in school improvement.
- Parents of students in Title I schools identified for their 2nd year of school improvement will be eligible to receive **supplemental services** for their children.

# Sample School Timeline

Year 1	2001-02	Baseline	
Year 2	2002-03	Fail to make AYP	
Year 3	2003-04	Fail to make AYP	
Year 4	2004-05	1 <sup>st</sup> year of school improvement	Technical assistance; Public school choice
Year 5	2005-06	2 <sup>nd</sup> year of school improvement	Technical assistance; Public school choice; supplemental educational services

# Sample School Timeline

Year 1	1998-99	Fail to make AYP	
Year 2	1999-2000	Fail to make AYP	
Year 3	2000-01	1 <sup>st</sup> year of school improvement	
Year 4	2001-02	2 <sup>nd</sup> year of school improvement	Technical assistance
Year 5	2002-03	2 <sup>nd</sup> year of school improvement (transition)	Technical assistance; Public school choice; supplemental educational services



Timeline will vary by school

# Charter Schools

- If a charter school receives Title I, Part A funds, and
- If it is identified for school improvement
- Then it follows the same guidelines and must provide supplemental services to eligible students.



# What are Supplemental Educational Services?

- Extra academic assistance for low-income students who are attending Title I schools that have failed to make AYP for three or more years

# Available services include

- Tutoring
- Remediation
- Academic intervention
- Instruction must take place outside the regular school day.

# Why Supplemental Services?

- To ensure that students increase their academic achievement, particularly in reading, language arts, and mathematics

# Who is an eligible child?

- Children from low-income families attending Title I schools in need of improvement
- The child's school must have failed to make AYP for three or more years

# Role of the States

- The States are ultimately responsible for identifying the eligible providers.
- State educational agencies must develop objective criteria.
- States will work with districts on providing geographically relevant lists.
- They should consult with parents to promote participation and develop criteria for identifying providers.

# Four Criteria for Providers

- Demonstrated record of effectiveness in improving student achievement
- Instructional strategies that are of high quality, based upon research, and designed to increase student achievement
- Services must be consistent with instruction programs of the school district and with State academic content standards
- Providers must be financially sound

# Record of Effectiveness

- State educational agencies are responsible for defining what would be acceptable evidence of effectiveness.

# Provider Profile

A provider may be a:

- School entity (public or private)
- Institution of higher education (public or private)
- Nonprofit or for-profit organization
- Faith based organization



# Distance Learning Technology

- Some areas may have a limited number of providers, so organizations that provide distance learning technology should be considered.
- Providers that utilize distance learning technology do not have different criteria for eligibility.

# Funding Supplemental Educational Services

- The lesser of (a) the amount the district receives in Title I funding per poor child, or (b) the cost of the services themselves
- Supplemental educational services = an amount equal to at least 5% of Title I allocation (if needed), and up to 20% depending upon the need for choice-related transportation.

# Establishing priorities

- In some circumstances when more students request services than the school district can fund, the school district must place a priority on serving students who are the lowest achieving.

# Information for Parents

- The States will be responsible for identifying the schools for which supplemental educational services is required and the eligible service providers.
- School districts must give parents good, easy-to-understand information about supplemental services.
- Communication between parents and districts must occur at least annually.

Parents choose a preferred supplemental educational service provider from the state-approved list.

As schools improve and **make AYP** for two consecutive years, they are no longer required to provide these services.